

第1問～第4問はマークシートに解答しなさい。[]内の数字はマークシートの解答番号を示しています。該当する解答番号の解答記入欄に答えをマークしなさい。

第1問 次の問い(問1～5)について、空所[1]～[5]に入れるのに最も適切なものを、それぞれ、下の選択肢①～④の中から1つ選びなさい。

問1 The professor gave a great speech [1] students and common study habits.

- ① at ② in ③ for ④ on

問2 It [2] as though the typhoon will miss us.

- ① watches ② wants ③ seems ④ warns

問3 That's a [3] interesting way to do it.

- ① rather ② frequent ③ rapidly ④ plentiful

問4 Please buy five of them [4] they be on sale.

- ① should ② if ③ when ④ could

問5 I am [5] for sales and marketing in this company.

- ① in control ② responsible ③ in charge ④ head

第2問 次の問い(問1～5)について、与えられた日本語の内容になるように、それぞれ、下の**選択肢** ①～⑤の語句を空所に入れて、最も適切な文を完成させなさい。ただし、**空所** [6]～[15]に入るもののみを答えなさい。なお、文頭にくるものも小文字にしてあります。

問1 彼は、そこへ買い物に行けとは、一言も言わなかった。

He _____ [6] _____ [7] _____ there.

- ① shopping ② to ③ said ④ go ⑤ never

問2 見渡す限り、道は続いていた。

The road _____ [8] _____ [9] _____ .

- ① as far as ② see ③ continued ④ could ⑤ the eye

問3 箱の中を探したが、それは別の場所に移されていた。

I looked in the box, but _____ [10] _____ [11] _____ .

- ① been ② elsewhere ③ had ④ moved ⑤ it

問4 私たちは、どの選択肢を取るべきか知るべきです。

We _____ [12] _____ [13] _____ .

- ① which option ② take ③ ought to ④ to ⑤ know

問5 勉強は難しいですか。

_____ [14] _____ [15] _____ ?

- ① study ② you ③ difficult ④ find ⑤ do

第3問 次の問い(問1～5)について、空所[16]～[20]に入れるのに最も適切なものを、それぞれ、下の選択肢①～④の中から1つ選びなさい。

問1 **A:** The movie's ending really was a surprise.

B: [16] .

A: Why was that?

B: The whole story was as I expected.

- ① It came as quite a shock
- ② I couldn't agree more
- ③ I found it quite predictable
- ④ I didn't imagine anything like that

問2 **A:** So, did you get the results of your tests?

B: [17] .

A: Oh, that's unfortunate.

B: But I have one for tomorrow.

- ① Yeah, I got a great score
- ② My appointment was cancelled
- ③ The teacher hasn't finished marking them
- ④ Not yet, but I'm quite confident

問3 **A:** That's a poor description of the woman's face.

B: Why do you say that?

A: [18] .

B: I disagree. I think it's quite accurate.

- ① She looks nothing like that
- ② It's almost exactly the same
- ③ She doesn't have much money at all
- ④ I need a second look, if you don't mind

問4 **A:** Is Jane taking part in this event?

B: [19] .

A: Really? She said she wanted to come.

B: I know, but I don't think anyone asked her to come.

- ① Yes, she just started her race
- ② I'm sure she wasn't invited
- ③ She is bringing it now
- ④ I'm not sure if I know Jane

問5 **A:** When are you available tomorrow afternoon?

B: [20] ?

A: It's about the school hall.

B: OK, I can meet from 2 p.m.

- ① What is it regarding
- ② Where can we meet
- ③ How about the classroom
- ④ Why don't we meet in the morning, then

第4問 次の英文を読んで、空所 [21]～[30]に入れるのに最も適切なものを、それぞれ、後の
選択肢①～④の中から1つ選びなさい。なお、*の付いた語句には、文末に注があります。

Fukuzawa Yukichi, Japanese author, educator, and publisher who was probably the most-influential man outside government service in the Japan of the Meiji Restoration*, [21] the overthrow of the Tokugawa shogunate*. He led the struggle to introduce Western ideas in order to increase, as he repeatedly wrote, Japanese “strength and independence.”

Fukuzawa grew up in northern Kyushu, the younger son of an impoverished* lower samurai. [22] he had little chance for advancement* there, in 1854 he traveled to Nagasaki to study Western military techniques. He left a year later for Ōsaka to learn Dutch, because that was the language then needed to access *rangaku* (“Dutch learning”)—the term the Japanese used to describe Western knowledge and science in the years when the Dutch were the only Westerners with access to Japan, before the country was opened to the West in the mid-19th century. In 1858 he moved to Edo (now Tokyo) to start a Dutch-language school, [23] in 1868 took the name Keiō Gijuku. That school [24] Keiō University, the first great university independent of government domination and one that was to produce many business leaders.

Fukuzawa went [25] with the first Japanese missions to the West—the United States in 1860 and Europe in 1862—after which he wrote *Seiyō jijō* (“Conditions in the West”). The book became popular overnight [26] its simple and clear descriptions of the political, economic, and cultural institutions of the Occident*. Continuing his efforts to [27] Western ways into Japan, he developed a lucid* writing style and began the first attempts at public speaking and debating in Japan. In the xenophobic* years at the end of the Edo (Tokugawa) period, before the Meiji Restoration, Fukuzawa’s championing of Western ways provoked many attempts on his life. After the restoration, when the Japanese government began to [28] seek foreign knowledge, Fukuzawa was often invited to enter government, but he refused, insisting on the need to develop an independent intelligentsia*.

In 1882 Fukuzawa founded the *Jiji shimpō* (“Current Events”), which was for years one of Japan’s [29] newspapers and a training ground for many liberal politicians and journalists. He also wrote more than 100 books explaining and advocating parliamentary government, popular education, language reform, women’s [30], and a host of other causes.

[出典 <https://www.britannica.com/biography/Fukuzawa-Yukichi> 改変あり]

(注) Meiji Restoration : 明治維新
 advancement : 昇進
 xenophobic : 排外思想の

Tokugawa shogunate : 徳川幕府
 Occident : 欧米
 intelligentsia : 知識階級

impoverished : 貧しい
 lucid : 分かりやすい

選択肢

- [21]: ① folding ② fitting ③ following ④ founding
- [22]: ① If ② What ③ Whether ④ Since
- [23]: ① which ② when ③ where ④ how
- [24]: ① developed into ② determined on ③ declared at ④ decreased from
- [25]: ① board ② foreign ③ absorb ④ abroad
- [26]: ① at last ② at least ③ because of ④ on purpose
- [27]: ① reduce ② retain ③ introduce ④ interact
- [28]: ① typically ② actively ③ historically ④ thinly
- [29]: ① most-fluent ② most-influential ③ most-gradual ④ most-humid
- [30]: ① ecology ② rights ③ physics ④ geography

問1 空所《A》～《C》に入れるのに最も適切なものを、それぞれ、下の**選択肢(1)～(3)**の中から選んで、**番号**で答えなさい。ただし、同じものを複数回用いないこと。

- (1) new technologies make the study possible
- (2) diet and exercise are the best ways to stay healthy
- (3) many U.S. schools have cut gym class

問2 下線部(ア)を、‘the effort’の**具体的な内容**を入れて**日本語**にすると、空所【1】【2】に、それぞれ、指示に従い**適切な日本語**を入れなさい。

アメリカ国立衛生研究所は【1 20字以内 】という取り組みにおいて、
【2 15字以内 】。

問3 空所【あ】～【う】に、それぞれ、下の**語群の2語**を用いて、適切な**英語表現**を入れなさい。ただし、同じものを複数回用いないこと。

to motion order comparison demand in due for

問4 空所【え】～【か】に入る最も適切な語を、それぞれ、下の**語群**の中から選び、**必要であれば、適切な形に変えて**答えなさい。ただし、同じものを複数回用いないこと。

include deny work have count

問5 下線部(イ)の内容となるように、空所【 】に**10語以内の英語**を入れなさい。

Bamman hopes that 【 10語以内 】 an individual exercise plan thanks to the NIH study.

問6 本文の内容と**合っているものを2つ**選び、**番号**で答えなさい。

- (1) 8,000万人を超える6歳より年長のアメリカ人が、定期的に運動をしている。
- (2) 15%の小学校だけが、少なくとも週3日体育の授業を必須としている。
- (3) 座りっぱなしの生活をしている人は、深刻な健康問題のリスクが高くなる。
- (4) 運動は、老化を遅らせ、寿命を延ばし、気分を良くし、筋力を強くすると考えられている。
- (5) アメリカ国立衛生研究所は、運動の効果を高める薬を科学的に証明したいと考えている。